



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

502 N. Caribe, Tucson, AZ 85710

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Cheri LaRochelle
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address : edweb.tusd.k12.az.us/hudlow
Phone Number : (520) 731-4800
Fax Number : (520) 731-4801
E-mail : cheri.larochelle@tusd1.org

Mission

Hudlow is a community that is committed to having its diverse members be responsible, respectful and cooperative in a positive, nurturing learning environment where open, honest communication is valued.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The percentage of students, in grades 3rd, 4th, and 5th, reaching Mastery in the area of Writing, will improve from 33.4% to 38.4% as measured by the 4th Quarterly Writing Assessments in spring 2006 using AIMS results.
- ü The percentage of students, in grades Kindergarten through 2nd, reaching Mastery in the area of Writing, will improve from 68.3% to 70.3% as measured by the 4th Quarterly Writing Assessments in spring 2006 using CCSA results.
- ü The percentage of students, in grades 1st through 5th, reaching Mastery in the area of Reading, will improve from 63.2% to 65.2% as measured by AIMS and CCSA in spring 2006.

Enrollment

October 1, 2005 School Year Student Enrollment : 336
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- Ü Integrated Curriculum/Instruction
- Ü Six Traits of Writing
- Ü Full-day Kindergarten
- Ü GATE Gifted Education
- Ü On-Site Special Education
- Ü Looping Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 28 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Hudlow's guidelines for student rights and responsibilities are fair and consistent. Clear objectives for instruction are aligned to the Arizona State Standards and we promote an atmosphere of safety.

Parents

We ask parents to ensure student attendance and reinforce the policies, values and concepts taught at school. We ask that parents hold high expectations for their child. Parents are encouraged to communicate concerns, ideas and suggestions.

Transportation Policy

School bus transportation is provided for elementary students who live one and one-half miles or more from school. The district is responsible for transporting special education students. Governing Board Policy 3340.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü University of Arizona Essay Winners	2005
Ü KUAT Reading Rainbow Young Writers and Illustrators	2005
Ü Masons Public School Essay Winners	2005
Ü US Fish and Wildlife Art Contest Winners	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	4704	80010	100	99	99	449	443	447	8	11	10	19	20	18	54	54	53	19	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2282	38935	100	99	99	452	444	447	5	9	9	24	20	19	57	57	55	14	14	17
Male	27	2422	40974	100	99	98	447	441	448	11	12	11	15	21	18	52	52	52	22	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	19	2729	34545	100	99	99	432	435	432	11	12	14	26	24	24	58	54	53	5	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	22	1370	35142	100	99	99	467	462	465	9	6	5	NA	12	11	59	57	56	32	26	28
Students with Disabilities	11	594	10161	100	94	93	404	415	419	27	30	28	36	27	28	36	37	36	NA	6	8
Students without Disabilities	37	4110	69849	100	100	100	462	446	451	3	8	7	14	19	17	59	57	56	24	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	25	2469	39029	100	99	98	437	435	432	16	12	14	16	24	25	56	54	52	12	9	9
Non-Economically Disadvantaged	23	2235	40981	100	99	100	462	451	462	NA	9	6	22	16	13	52	54	54	26	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	4701	79438	98	99	98	453	446	451	11	10	9	23	27	24	55	55	56	11	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2284	38775	100	99	99	457	453	457	10	8	7	24	24	22	48	58	58	19	11	13
Male	26	2417	40560	96	99	97	450	440	446	12	13	12	23	29	25	62	52	54	4	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	18	2723	34297	95	99	98	434	438	434	11	12	14	39	30	31	39	52	50	11	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	22	1369	34887	100	99	98	472	465	471	9	5	4	9	18	15	68	62	63	14	15	18
Students with Disabilities	10	585	9588	91	93	88	NA	410	416	NA	30	30	NA	36	32	NA	32	34	NA	3	5
Students without Disabilities	37	4116	69850	100	100	100	467	451	456	5	8	7	22	25	23	59	58	59	14	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	24	2460	38685	96	98	97	441	437	435	17	12	14	25	30	32	50	53	50	8	4	5
Non-Economically Disadvantaged	23	2241	40753	100	99	99	467	456	467	4	8	5	22	23	16	61	57	62	13	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	4706	79971	100	99	99	418	420	423	10	7	8	35	43	41	52	48	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2287	38974	100	99	99	427	432	437	10	5	5	33	36	33	52	57	57	5	2	4
Male	27	2419	40895	100	99	98	411	408	410	11	9	10	37	50	47	52	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	19	2724	34481	100	99	99	381	416	410	21	7	10	32	46	46	47	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	22	1373	35150	100	99	99	443	430	437	5	5	5	27	38	35	64	54	56	5	3	5
Students with Disabilities	11	604	10258	100	96	94	334	373	377	36	22	23	45	55	51	18	23	25	NA	1	1
Students without Disabilities	37	4102	69713	100	99	100	443	426	429	3	5	5	32	41	39	62	52	52	3	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	25	2467	38994	100	99	98	393	414	409	16	8	10	40	47	47	44	45	41	NA	1	1
Non-Economically Disadvantaged	23	2239	40977	100	99	100	444	427	437	4	6	5	30	39	34	61	53	56	4	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	4554	80147	98	98	99	494	474	482	10	13	11	3	20	17	58	48	49	29	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2200	39281	100	98	99	497	475	483	8	11	9	8	22	17	56	48	50	28	19	24
Male	37	2352	40780	97	97	98	491	473	482	11	14	12	NA	19	17	59	48	48	30	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	21	2529	33494	100	98	99	487	466	466	10	15	15	5	24	23	62	47	49	24	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	--	219	4117	--	95	96	--	447	456	--	25	19	--	31	27	--	37	46	--	7	8
White	34	1383	36122	97	98	99	504	492	501	6	7	5	NA	14	10	59	51	50	35	28	35
Students with Disabilities	12	589	10295	92	88	92	456	439	443	33	35	33	8	26	26	33	34	33	25	6	8
Students without Disabilities	50	3965	69852	100	100	100	503	479	488	4	10	7	2	20	16	64	50	51	30	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	21	2431	38371	100	97	97	477	464	465	19	16	15	NA	24	23	57	47	49	24	13	13
Non-Economically Disadvantaged	41	2123	41776	98	98	100	503	485	498	5	9	6	5	16	11	59	49	49	32	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	4563	79686	97	98	98	479	463	470	8	13	11	11	27	24	72	53	57	8	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2214	39163	96	99	99	493	468	475	4	10	9	4	25	22	79	57	60	13	8	10
Male	37	2347	40438	97	97	97	471	457	465	11	16	13	16	30	25	68	49	54	5	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	21	2525	33299	100	98	98	468	454	452	10	16	17	19	32	32	71	48	47	NA	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	--	223	4087	--	97	96	--	445	446	--	21	16	--	35	38	--	43	44	--	2	2
White	33	1388	35914	94	99	98	495	482	489	3	6	5	6	19	15	76	63	67	15	12	14
Students with Disabilities	11	593	9808	85	88	87	452	425	432	27	37	35	18	32	32	45	28	30	9	3	3
Students without Disabilities	50	3970	69878	100	100	100	485	468	475	4	9	8	10	27	23	78	57	61	8	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	20	2438	38095	95	98	97	470	452	452	15	17	17	10	32	32	70	48	48	5	3	3
Non-Economically Disadvantaged	41	2125	41591	98	98	99	484	475	486	5	9	6	12	23	16	73	59	65	10	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	4592	80372	98	99	99	482	474	475	6	4	4	15	31	30	77	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2219	39452	100	99	99	500	485	488	4	3	3	8	22	22	84	72	72	4	2	3
Male	37	2371	40836	97	98	98	471	463	464	8	5	6	19	38	37	73	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	21	2551	33608	100	99	99	468	469	462	10	5	6	19	33	36	71	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	--	224	4128	--	97	97	--	462	464	--	5	4	--	37	39	--	58	56	--	NA	1
White	34	1388	36213	97	99	99	497	486	489	3	2	2	12	26	22	82	69	72	3	3	3
Students with Disabilities	12	628	10526	92	93	94	410	427	427	25	14	15	25	53	53	50	32	31	NA	1	1
Students without Disabilities	50	3964	69846	100	100	100	500	480	482	2	3	3	12	27	26	84	69	69	2	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	21	2454	38521	100	98	98	459	463	461	10	6	6	19	35	38	71	59	55	NA	1	1
Non-Economically Disadvantaged	41	2138	41851	98	99	100	494	485	489	5	2	3	12	26	22	80	69	72	2	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	4552	79306	100	98	99	506	496	504	16	16	13	7	23	20	60	47	49	16	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2186	38845	100	98	99	503	496	505	19	14	11	NA	24	20	74	49	50	7	14	18
Male	28	2365	40383	100	97	98	509	496	504	14	18	14	14	22	19	46	45	47	25	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	19	2530	32673	100	98	99	501	485	487	26	19	18	NA	27	25	53	45	46	21	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	29	1420	36234	100	97	99	514	517	523	10	8	6	10	16	13	62	51	52	17	25	28
Students with Disabilities	13	573	10286	100	85	91	447	456	462	62	44	41	23	29	27	8	23	27	8	3	5
Students without Disabilities	42	3979	69020	100	100	100	524	501	510	2	12	9	2	22	18	76	50	52	19	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	26	2380	37437	100	98	97	490	484	486	19	20	19	12	26	26	65	45	46	4	9	9
Non-Economically Disadvantaged	29	2172	41869	100	98	100	521	508	521	14	11	7	3	18	14	55	49	51	28	21	27

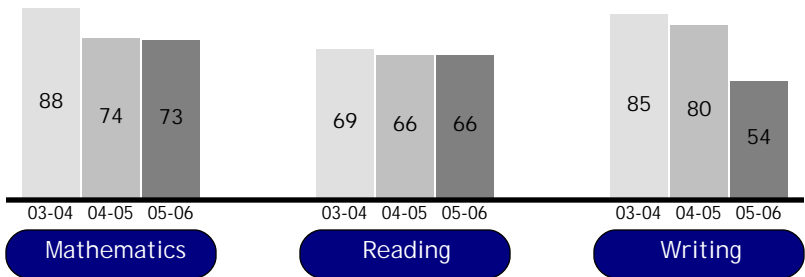
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	4596	79000	100	99	98	490	483	489	18	11	10	11	28	24	62	54	58	9	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2204	38774	100	99	99	490	488	494	19	7	7	7	27	22	67	57	61	7	8	10
Male	28	2391	40150	100	98	98	491	479	485	18	14	12	14	28	25	57	53	55	11	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	19	2553	32508	100	99	98	485	473	472	26	13	15	11	34	33	53	49	49	11	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	29	1435	36135	100	98	98	493	503	508	14	6	4	7	17	14	72	64	67	7	13	15
Students with Disabilities	13	617	9991	100	91	88	427	442	449	69	38	33	15	37	36	15	24	29	NA	2	2
Students without Disabilities	42	3979	69009	100	100	100	510	489	495	2	7	6	10	26	22	76	59	62	12	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	26	2403	37234	100	98	97	479	472	472	23	14	15	15	34	33	54	49	50	8	3	3
Non-Economically Disadvantaged	29	2193	41766	100	99	99	501	495	505	14	8	5	7	21	16	69	60	65	10	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	4607	79611	100	99	99	488	500	496	13	5	7	29	36	37	58	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2206	39016	100	99	99	497	514	511	4	3	4	33	26	29	63	70	66	NA	1	1
Male	28	2400	40519	100	99	98	480	488	482	21	7	10	25	44	44	54	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	19	2557	32855	100	99	99	483	495	481	21	6	10	21	39	43	58	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	29	1445	36380	100	99	99	493	510	511	7	4	4	34	29	30	59	66	65	NA	1	1
Students with Disabilities	13	643	10664	100	95	94	391	442	440	54	20	23	31	57	54	15	22	22	NA	1	1
Students without Disabilities	42	3964	68947	100	100	100	518	509	504	NA	3	4	29	32	34	71	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	26	2415	37626	100	99	98	481	492	479	12	6	10	35	41	45	54	52	45	NA	0	0
Non-Economically Disadvantaged	29	2192	41985	100	99	100	495	510	511	14	4	4	24	30	30	62	65	65	NA	1	1

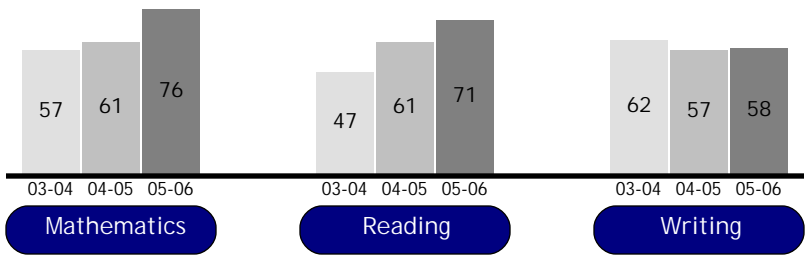
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	39	NA	58	100	43	43	47	100	44	44	46
	Language	100	43	45	50	100	34	42	47	100	48	44	48
	Mathematics	97	58	56	64	100	43	48	50	100	43	50	52
3	Reading	98	60	NA	55	97	49	41	44	98	48	43	46
	Language	96	63	56	61	97	50	40	44	98	50	43	46
	Mathematics	98	65	53	61	96	54	47	51	98	54	48	52
4	Reading	95	54	NA	56	96	48	43	48	100	58	46	52
	Language	96	57	45	52	96	50	44	49	100	58	48	52
	Mathematics	95	62	50	61	98	55	48	53	100	61	52	58
5	Reading	94	56	NA	55	98	46	46	50	100	54	50	56
	Language	96	48	41	49	98	45	46	50	100	48	50	54
	Mathematics	94	70	53	63	98	41	45	49	100	52	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Hudlow Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Goals and Action Planning
- Ü Data Analysis
- Ü School Improvement
- Ü School Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	2.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	2	3	0	0
10 or more years	3	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Mini Classroom Labs
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Opening Minds Through the Arts (OMA)
- Ü Safety Patrol
- Ü Afterschool Program
- Ü Weekly LifeSkills Assemblies

Social Services

- Ü Breakfast/Lunch Programs
- Ü Afterschool Program/DES Certified
- Ü Counseling Services
- Ü Clothing Bank

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü American Red Cross Recognitions.
Drug Awareness Poster Awards.
- ü Fifth grade class honored for partnering with a retirement community.
First Place City of Tucson Earth Day Recycled Art award.
UofA Essay Contest winner
Elk's Club Drug Awareness winner
- ü Participants in Salvation Army Holiday Community projects.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Second step violence prevention program. Life skills assembly. Attendance awards. Hudlow School Pledge.

Today we make a commitment to be the best people we can be. We are responsible for our own words and actions. We are honest. We pay attention and learn all we can. We know when it is time to work and when it is time to play. We respect each other and value our differences. We respect all property. We are a team. We are a community. We are proud members of Hudlow Elementary.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Terri Vasquez	(520) 731-4800
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Debra Daley	(520) 731-4800
School Nutrition Programs	Brian Jones	(520) 731-4800
Parent Organization	Kim Collins	(520) 731-4800
Student Health/Nurse	Sulfa Brauner/Terri Dragony	(520) 731-4817

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.